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ABSTRACT

The Greater Pittsburgh Literacy Council (GPLC) worked with Beginning with Books (BWB) to develop a family literacy component for tutor training. Four objectives were achieved: (1) a family literacy segment was added to the beginning tutor training course; (2) tutor trainers were prepared to present the segment; (3) family literacy materials for trainers and tutors were developed; and (4) 14 workshops were held for 282 tutors from July 1, 1990 to June 30, 1991. The project retained adult learners who might have dropped out of adult education because of lack of child care. BWB provides a volunteer who reads to and does educational activities with the child (aged 3 to 10 years) at the same site and time that the parent receives literacy training from GPLC. (Nine appendices are included: tutor training agenda; trainer's manual section; tutor manual insert; children's books used in training; interviewer accomplishment checklist; anecdotes reported by students; Beginning with Books fact sheet; tutor's monthly report form; family literacy kit excerpt from Push Literacy Action Now, tips for parents pamphlet, and a list of books to begin with in the form of a pamphlet.) (NLA)

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OPEN UP A LIFE.

Greater Pittsburgh Literacy Council

Adding Family Literacy to Tutor Training

Final Report

July 1991

CE060427

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ADDING FAMILY LITERACY TO TUTOR TRAINING

Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh, PA 15206, (412) 661-7323

Executive Director: Donald G. Block
Project Director: Diane Eisen

This project was conducted with support from federal funds under Section 353 of the Adult Basic Education Act granted by the Department of Education, Bureau of Vocational and Adult Education, Harrisburg, Pennsylvania 17126-0333.

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This report is a result of a project supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by these agencies should be inferred.

Copies of this report have been submitted to AdvancE and Eric.

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ADDING FAMILY LITERACY TO TUTOR TRAINING

ABSTRACT

The Greater Pittsburgh Literacy Council, working with Beginning With Books, developed a family literacy component for tutor training. Objectives achieved included:

1. Added a family literacy segment to its initial tutor training course.
2. Prepared tutor trainers to present this segment
3. Developed family literacy materials for trainers and tutors
4. Provided workshops for experienced tutors

This report should be of interest to tutor trainers, tutors and teachers in adult basic education programs, and to parents and educators.

INTRODUCTION

Since 1987, Greater Pittsburgh Literacy Council (GPLC) has worked with Beginning With Books (BWB), a family literacy program sponsored by The Carnegie Library of Pittsburgh. BWB volunteers provide reading activities for children aged 3 to 10 while their parents receive literacy training from GPLC. The partnership of the two agencies, called Read Together, involved reciprocal recruitment: GPLC literacy students were encouraged to enroll their children in Read Together, and BWB referred parents to GPLC.

Beginning With Books pairs each child with a volunteer who provides literacy enrichment for the child, as well as quality childcare that often makes it possible for a parent to attend tutoring consistently. (The parent tutoring session may or may not occur concurrently.) These sessions take place at seven branches of The Carnegie Library of Pittsburgh. BWB recruits, trains, and monitors the work of the volunteers.

In 1990, GPLC decided that tutors and new readers could benefit by more direct contact with BWB family literacy program. We conducted a staff and tutor development project that proved to be successful immediately.

(This report uses the terms new reader, student, and learner interchangeably.)

The cooperation and participation of the volunteers, training coordinator, all the area coordinators, and the Beginning With Books staff was essential for the accomplishment of this project.

Permanent copies of this report are filed with the Division of Adult Basic Education and Literacy Education Programs, Commonwealth of Pennsylvania.

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and with

AdvancE
P.D.E. Resource Center
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

STATEMENT OF THE PROBLEM

Since 1976, Greater Pittsburgh Literacy Council's mission has been to provide adults with basic literacy skills. Many students are motivated to improve their skills in order to be able to help their children, or because of embarrassment in learning situations regarding their children or grandchildren. In 1990 GPLC decided to become more involved in family literacy.

Students with children age 3-10 who lived in the areas of the city served by BWB were referred to that program, but in 1989 this was reaching only 35 of the 450 students in our program.

GPLC explored developing a family literacy component, with both parents and children directly involved in instruction. Because most of the adult literacy students in our program are interested in flexibility of scheduling and location, and in a degree of confidentiality, not many would attend a direct instruction program. The amount of resources needed could not be justified by the numbers of clients who would be served in a direct program.

GPLC wanted to work with BWB, but faced the problem of how to expand our partnership. We decided to use BWB expertise in family literacy methods to teach family literacy awareness and methods more directly to tutors and new readers.

CHAPTER I

Goal I: To add a family literacy segment to the initial tutor training workshop.

Objective Ia: To rearrange segments to insert a 20-30 minute presentation on the family literacy/BWB topic

Objective Ib: To train staff of GPLC to make the presentation

GPLC's Tutor Training:

GPLC's tutor training has served as a model for other agencies in Allegheny County. In the past two years, six new literacy programs have subcontracted with GPLC to provide tutor training for them. The training coordinator attends all sessions of all workshops, presenting some segments, and supervising a training team of trained staff members and certified volunteers. To be certified, all presenters must observe all sessions, rehearse with the coordinator, and receive ongoing evaluations.

Initially, some staff were hesitant to modify GPLC's successful tutor training model. Concern was expressed that if an outside agency's program was introduced, other changes might follow. Opinions in favor of the change stressed that it was not a major change, and did not necessarily lead to more changes. We decided to try the change for a year.

The first step was to invite staff members of BWB into tutor training sessions to make a family literacy presentation. This 20 minute segment includes how reading to children benefits both learner and the family, and teaches techniques for reading aloud to children.

Next, the BWB staff trained three staff members of GPLC to make the presentation themselves. Finally, GPLC incorporated this segment into its tutor training on a permanent basis.

A copy of the outline of topics in the current GPLC workshop is located in the appendix. Also included is the section of the trainer's manual for this topic and an annotated list of the children's books trainers use for this segment.

From July 1, 1990 to June 30, 1991 GPLC trained 282 tutors in 14 workshops using the new segment.

Results have been excellent. Staff has incorporated the change with no reduction in the quality of the training.

Trainees are very much attracted to the children's books used. Some want to use these as texts even if the adult new reader has no children. This gives the presenter an opportunity to emphasize that using a child's book to teach an adult is NOT recommended, for it is likely to be viewed as insulting. If, however the adult wishes to find a

child to read to, the experience can increase the new reader's self-esteem.

This segment is now a permanent part of GPLC's tutor training.

Some of the results of adding this segment to our training include:

1) increasing awareness of the importance and benefits of family literacy among staff and tutors
2) facilitating the utilization of children's books in tutoring sessions when the literacy students are parents
3) having an impact on the reading skills and habits of many more parents and children

Of the 650 students interviewed by GPLC from 7/1/90 to 6/30/91, 173 checked Parenting on the goals checklist. This compares to data from 1989, before this project, when only 45 students checked Parenting on the goals checklist. Staff believes this results from increased awareness stimulated by this project.

Fifteen students reported practicing reading children's books in tutoring sessions in 1990 compared to five in 1989, because tutors are now aware of what books to use and how to use them.

In 1990, sixty-three learners reported reading to children or grandchildren, or helping them with homework. (The 63 learners affected over 100 children, because many families have more than one child.) This compares to only five in 1989, when children's reading skills was not mentioned in tutor training.

Many students report wanting to upgrade their own skills before they read to their children. The procedures we added through this project educate them to begin the process with their children sooner.

At the conclusion of this project, a random sample of eighteen students were post tested for their reading comprehension improvement with the Brigance test. Of the 18, 11 improved one grade level or more, 3 were marginally lower, and 4 stayed at the same level. The results are slightly better than those for all new readers in our program.

Anecdotes that tutors and students reported during this project express some of their personal experiences. (see appendix)

CHAPTER II

Goal II: To develop family literacy materials for trainers and tutors

(Copies of all of the materials developed are included in the appendix.)

1. Steps in Incorporating Children's Book Practice into Tutoring

This one page synopsis is distributed to all new tutor trainees and to experienced tutors at development sessions.

2. Revised Goals Checklist

GPLC's goals inventory, completed by learners at their initial interview, and at every 50 hours of tutoring, has a section on Parenting. (GPLC used a checklist before this project, but the format and frequency of use were revised.) About 25% of these learners indicate an interest in improving their skills for parenting. GPLC staff targeted distribution of parenting materials to these new readers and their tutors.

3. Tips for Parents

GPLC purchases this pamphlet on reading techniques from BWB. It was revised in 1990 to a more readable format at a third grade reading level. It is distributed to tutors and new readers who have indicated parenting skills as one of their goals.

4. Books to Begin With

This new children's book list was developed by BWB and GPLC. It is classified by difficulty of reading level and by age appeal for children.

The revised goals checklist, the new tutor report form, Tips for Parents pamphlet, and the book list have all been successful.

Much is being written about family literacy. The bibliography in the appendix is a sample of material the staff found helpful in developing this project.

CHAPTER III

Goal III: To conduct workshops for experienced tutors who would not otherwise be introduced to the new training segment

At first, staff advertised the topic as " family literacy" to all tutors (390), and only three registered. Tutors and students do not view reading to children as a complex topic that requires training.

Next, the topic was advertised as the more general subject of planning teaching to accomplish learner's goals, and was targeted to convenient local sites.

We held workshops in four of the twelve GPLC neighborhood sites in Allegheny County. A total of 35 tutors and 12 students attended. In the two hour session, staff used participatory activities that emphasized the importance of planning lessons incorporating learners' goals. The presenter reviewed the goals checklist form, and tutors were encouraged to do a new checklist after every 50 hours of instruction. Staff chose the Parenting section to introduce the same segment that was developed for new tutor trainees.

Students were invited to attend. This is the first time we have asked students to participate in in-service sessions on teaching methods. It was successful for those who attended and a learning experience for the Council. For these sessions, we had tutors and staff invite students. Tutors could not explain completely that we wanted students to have more understanding of the techniques, and input into their learning, so that the tutor is not the only one knowledgeable about the methods. When staff invited students, more students attended. Next time, we plan to use new readers to invite other new readers.

At one session, the presenter distributed pictures cut from a magazine of children in pairs or small groups. Participants created a story for the picture, role playing the part of a student or tutor when one of the pair was absent.

One of the new readers, paired with her own tutor, dictated an imaginative story, which she read aloud. Both the new reader and the tutor were surprised at how interested the new reader was in creating stories, and at how wonderful the story was. They plan to continue the activity in future tutoring sessions. Tutors who attended without their students were inspired to use this method.

At the end of these development sessions, many tutors expressed more awareness of the importance of incorporating student goals into teaching, and more understanding of how to do this. Our staff considers this an important topic for future sessions.

CONCLUSION

Beginning With Books, a service of the Carnegie Library of Pittsburgh, has been hailed as an effective approach to family literacy in several publications, including Family Literacy in Action: A Survey of Successful Programs (New Readers Press, 1990). The co-directors are experts in children's literature. By relying on their expertise initially, GPLC was able to incorporate a family literacy segment into its program at relatively low cost.

While family literacy is generally recognized as an important area of activity, few volunteer tutors have ever been exposed to it. With some instruction from well-prepared trainers, volunteers are now able to show adult learners the appropriate reading activities for their children. For many learners, this increases their sense of accomplishment and the practicality of the literacy course for them.

This partnership has also been successful in retaining many adult learners who might drop out of adult education because of a lack of child care. BWB provides a volunteer who reads to and does educational activities with the child at the same site and the same time that the parent receives literacy training from GPLC. Each child has his/her own

volunteer. (If there are two children in the family, BWB provides two volunteers.) The GPLC tutor and BWB volunteer frequently collaborate to encourage the parent to read to the child.

A positive result of this project has been to strengthen the partnership between BWB and GPLC. In 1991, BWB will receive an American Library Association grant for the second time. Their grant will provide gift book packets for children of GPLC students. The two agencies are now collaborating on a presentation for other adult education providers about this section 353 project.

Satisfaction with this project exceeded our expectations. We now have more staff awareness of the BWB program, and more children referred. Tutors and learners receive better materials to practice family literacy. More learners report situations where they are involving children in reading activities, with much personal satisfaction as a result. "Adding Family Literacy to Tutor Training" has become a permanent part of GPLC's service.

Literacy programs that do not have an organization like BWB in their area could adapt some of the methods GPLC used. Interviewers can discuss goals in the initial student interview to determine if there is an interest in parenting.

This information can be shared with the tutor, along with a children's booklist. A segment might be added to the tutor training to teach techniques for reading to children. The literacy program might even be able to enlist the help of another organization to recruit and train volunteers for the children.

The Greater Pittsburgh Literacy Council and Beginning With Books are available to consult with other literacy programs interested in learning more about this collaboration.

APPENDIX

Exhibits

1. Tutor Training Agenda
2. Trainer's Manual Section (2 pgs.)
3. Tutor Manual Insert
4. Children's Books Used in Training
5. Interviewer Accomplishment Checklist
6. Anecdotes Reported by Students
7. Beginning With Books Fact Sheet
8. Tutor's Monthly Report Form
9. Family Literacy Kit Excerpt From P.L.A.N. (2 pgs.)

   Tips for Parents Pamphlet

   Books to Begin With

Bibliography

Family Literacy in Action: A Survey of Successful Programs, New Readers Press, 1990.

The Family Literacy Newsletter, Adult Linkage Services, Box 214, Troy PA 16947

For Reading Out Loud by Margaret Kimmel and Elizabeth Segel. Considered a classic on the topic, this book is co-authorized by one of the directors of Beginning With Books.

Laying the Foundation - Kit available from PLAN 1332 G. Street, SE, Washington DC 20003. Cost of the kit is $25, with lower prices for quantities.

Learn Together, activities for parents and children produced by Center for Literacy, available from AdvancE.

Read to Me! Some Tips on Reading to Children by Becky Eno, Center for Literacy, available from AdvancE.

(EXHIBIT 1)

TUTOR TRAINING

PRESENTER'S AGENDA

Session I	**Presenter's Name**	
6:00 - 6:25	_____	Greeting/Introductions
6:25 - 6:30	_____	Workshop Objectives
6:30 - 6:45	_____	AMERUSS
6:45 - 6:55	_____	Exercise in Writing
6:55 - 7:05	_____	Profile of an Adult Student/ Inplications for Instrcution
7:05 - 7:30	_____	The tutor/student relationship
7:30 - 7:45	_____	BREAK
7:45 - 8:05	_____	Introduction to LEA
8:05 - 8:20	_____	Activity in LEA
8:20 - 8:40	_____	Correlating LEA with Books (skill/text, pleasure)
8:40 - 9:00	_____	Student Evaluation/Placement
Session II		
6:00 - 6:45	_____	Intro. to Reading Process/and the Word Attack
6:45 - 7:10	_____	Vocabulary Skills
7:10 - 7:30	_____	Comprehension Skills
7:30 - 7:40	_____	Intro. to Textbooks
7:40 - 8:40	_____	Simulation using textbooks
8:40 - 9:00	_____	Wrap-up/questions/homework
Session III		
6:00 - 6:05	_____	Workshop objectives
6:05 - 6:40	_____	Supplemental Materials
6:40 - 6:55	_____	Teaching to student goals
6:55 - 7:00	_____	Introduction to Beg. With Books
7:00 - 7:20	_____	Beginning With Books
7:20 - 7:35	_____	BREAK
7:35 - 8:05	_____	The "how" & "why" to Lesson Planning
8:05 - 8:55	_____	Simulation Lesson
8:55 - 9:00	_____	Questions and Homework
Session IV		
6:00 - 7:00	_____	First Session, 0-4 group
7:00 - 8:00	_____	Second Session, 5-8 group
8:00 - 8:20	_____	Planning for first meeting
8:20 - 8:50	_____	(Wrap up) Session with Site Coordinator
8:50 - 9:00	_____	Questions

(EXHIBIT 2)

TRAINER'S MANUAL

Greater Pittsburgh Literacy Council

Using Children's Books as Learning Materials

Trainer's Objectives: 1. To suggest the use of children's books as learning materials for adult students who would like to be able to read to a child.

2. To equip tutors to select appropriate children's books for this purpose and to use these materials effectively.

Materials: A selection of children's books recommended for adult learners, approximately 1/trainee. Place these on the tables in front of tutors before beginning this segment. Copies of list of recommended children's books (in back pocket of trainee's handbook). Copy of article: "Commentary: Teaching Annie to Read" (*Reading Today*, June/July 1988).

Introduction: Mention that one of the most common motivations students report for seeking reading help is the desire to read to their child. Stress that using a child's book to teach an adult to read is generally NOT recommended, for it is likely to be viewed as insulting. However, IF the adult wishes to read to a child and knows that listening to stories can increase the child's own chances of becoming a good reader, the experience of reading to a child can increase the student's self-esteem; he or she becomes part of the solution, not just part of the problem.

[Method is *lecture* for each concept.]

Concept: The benefits of using children's books as learning materials.

Content: If the student wishes to read to his or her child or grandchild, good children's books make ideal learning materials: they have appealing stories written in authentic language; illustrations make them especially attractive; and many children's books have predictable qualities which supply clues to meaning which support an insecure reader's decoding attempts. In addition, once the habit of home storybook reading is established, a child's "read to me" request can increase the likelihood that the student will practice reading between tutoring sessions.

Concept: Some children's books make better learning materials for adult basic readers than others. Discuss very briefly the desirable characteristics, referring to a few of the books displayed on the tables to illustrate each point.

Content: Desirable characteristics that make a book easy to read are

(1) a familiar structuring principle, such as days of the week in *The Very Hungry Caterpillar* or sequence of numbers in *10, 9, 8.*

(2) repetition of incidents and/or phrases, as in *The Little Red Hen, The Chick and the Duckling*, and many others.

(3) rhyme, as in Dr. Seuss's *Green Eggs and Ham.*

In addition, books chosen should be suitable to the age of the child listener. (The recommended booklist indicates not only the level of difficulty for the reader of each title, but the suggested age of listener.) We also strongly suggest that tutors include some books that feature characters of the same ethnic background as the student.

Concept: Present strategy for using children's books as learning materials (see "Steps in Incorporating Children's Book Practice into Tutoring" in Tutor Handbook.)

(EXHIBIT 3)

STEPS IN INCORPORATING CHILDREN'S BOOK PRACTICE INTO TUTORING

These suggestions are intended for those whose students are reading at the adult basic education level. More advanced students will need less help.

- Explain how listening to stories and handling books benefits young children.

- Find out if your student would like to read to a child. Reassure him or her that with preparation, this is possible.

- Find out age of child or children. Locate a few books suitable for that age child which you think the adult could learn to read. (Accompanying list will get you started.) Bring them to a session.

- Look through the books together. Read from them to the student. Have student select one to work on first.

- Read book to student, slowly but with expression. Ask student to follow text with his or her eyes while you read. Talk about the story and pictures with the student. Encourage him or her to talk with child about the story. Read book again.

- Have the student practice, using the techniques you've been introduced to: echo reading, paired reading, etc. Ask the student to read the story to you.

- Reassure student that if he or she forgets a word, it's okay to make up something that goes with the picture.

- Ask student to read the book to a child before the next session, as many times as the child wants and the adult has time for. Explain that hearing a favorite story over and over benefits the child.

- At the next session, ask how the reading went. If problems arose, talk over possible ways to deal with them. (For example, if the child was distracted, perhaps TV was interfering, or a younger sibling needed attention.) After a plan is worked out to deal with the problem, encourage student to try again, even if the results were disappointing.

- Introduce another book and practice it. Ask student to read that book to child, along with first book.

.....

[Another option is to encourage student to borrow children's book-tape sets from library, if he or she has a tape player. Suggest that adult and child sit down <u>together</u> and listen to a tape while following along in the book. This "shadow-reading" can benefit both parent and child.]

(EXHIBIT 4)

Children's Books Used in

Tutor Training Workshop Presentation

Clean-Up Day, Kate Duke, 1986, E.P. Dutton, 2 Park Avenue, New York, NY 10016. Library of Congress, number 84-73139.
A guinea Pig Board book, one or two words on a page

Early Words, Richard Scarry, 1976, Random House, Library of Congress number 75-36466.
A board book. Pictures labeled - "bathrobe, toy, rug, window." One or two simple sentences on a page.

Goodnight Moon, Margaret Wise Brown, pictures by Clement Hurd, 1947, Harper and Row.
Ages 2-6. One row of print on a page. Bedtime classic.

The Chick and the Duckling, Mirra Ginsburg, pictures by Jose Aruego and Ariane Dewey, 1972, Aladdin Books, Macmillan Publishing Company.
One sentence per page. Many words repeated often. (For young children who are discovering the world around them.)

Good Morning, Chick, Mirra Ginsburg, pictures by Byron Barton, 1980, Scholastic, Inc.
Two to four short lines on a page. A mother helps and protects her chick.

500 Words to Grow On, illustrated by Harry McNaught, 1973, Random House New York, Library of Congress number 73-2442.
Words and pictures- Color, Season, Animal, House, Food, Toy, Kitchen, Clothing, etc.

The Little Red Hen, pictures by Lucinda McQueen, 1985, Scholastic Inc.
Two to eight short lines on a page. Easy to read folktale for ages 5-8. More folktales in this series.

Clifford the Big Red Dog, Norman Bridwell, 1963, 1985, Scholastic Inc.
One line of print on a page. One of a series of books about "America's biggest, reddest, most-loved dog."

Jesse Bear, What Will You Wear?, Nancy White Carlstrom, illustrated by Bruce Degen, 1986, Scholastic Inc.
Two to four on a page. Words rhymed and repeated.

Deep in the Forest, Brinton Turkle, 1976, E. P. Dutton, Library of Congress, number 76-21691.
Goldilocks story told in pictures, no words. ALA Notable Children's Book. IRA-Children's Book Council Children's Choice.

The Very Hungry Caterpillar, Eric Carle, Scholastic.
One line per page. Food words and counting opportunity.

OPEN UP A LIFE.

(EXHIBIT 5)

Greater Pittsburgh Literacy Council

Interviewer Accomplishment Checklist

Interviewer's Name _____ Date _____ Area _____

Learner's Name _____ Zip_____

Directions for the interviewer:

1. Discuss the main and most important reasons why the student has come to GPLC. Write these reasons below.

_____

_____

_____

2. Read the following list for additional ideas.

CONSUMER

___1. Read ads, labels, (food, sales, etc.)

___2. Read and use a bus schedule

___3. Read/write checks and money orders

___4. Read and process monthly bills

___5. Using telephone book

___6. Read maps

HEALTH AND NUTRITION

___1. Read and write recipes/follow diets etc.

___2. Read and follow directions on medicines

___3. Read a thermometer

PARENTING

___1. Read to children

___2. Help children with homework

(EXHIBIT 6)

OPEN UP A LIFE.

Greater Pittsburgh Literacy Council

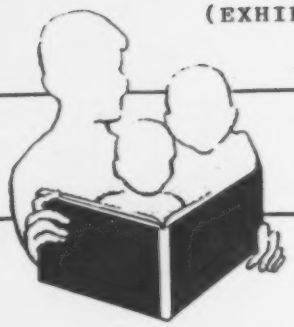
100 Sheridan Square, 4th Floor
Pittsburgh, PA 15206
(412) 661-7323

July 1, 1990 - June 30, 1991

Anecdotes Reported by Students and Tutors:

- "Glad she could help son sound out words"
- Involved in daughter's education:
  Talked to teacher to move her to front of room because of hearing problem
- Daughter enrolled in Beginning With Books and has been "bugging adult literacy student about when she gets to go back to the program"
- Filled out financial aid program forms to send son to Catholic school because local school "not good"
- Two who did not check parenting goal feel better prepared to help with schoolwork and are reading to their children regularly
- Read "Hop on Pop" to her son/ they worked on it in tutoring session so it would be comfortable/ tutor chose book because it had many phonic sounds and sight words they were working on
- Coordinator took student and his wife to children's section to select books to have tutor and wife help him read, so he could read to his children
- Whole family goes to library twice a month on a tutoring night, borrows books, and reads in library while mother is being tutored
- Using geography book from tutoring session to study with her sixth grade son
- 18 month old daughter no longer hits the book out of his hands now that he is reading better (A critic already!)
- Registered herself and daughter for library card
- Shares his adult literacy abridged classics with his 10 year old son/ the son has written reports on these books for school
- Read "a whole book" to his five year old daughter and "didn't make <u>one</u> mistake"
- Reads to her two year old at bedtime/ child no longer rips book/tutor feels it may be because parent now reads with expression

(EXHIBIT 7)



Beginning With Books

The Carnegie Library of Pittsburgh, Homewood Branch
7101 Hamilton Avenue, Pittsburgh, PA 15208 412-731-1717

Joan Brest Friedberg, Ph.D.
Elizabeth Segel, Ph.D., Co-Directors

FACT SHEET -- READ TOGETHER

What is the READ TOGETHER program of BEGINNING WITH BOOKS?

Experts say that the best preparation for learning to read is hearing stories read aloud. Some children do not have this valuable experience because their parents are themselves poor readers. READ TOGETHER provides regular reading aloud for such children through volunteers who read to them while the parent or grandparent receives literacy tutoring. By working with children who are at-risk for reading failure, we hope to interrupt the intergenerational cycle of illiteracy and increase the numbers of children who grow up to be good and enthusiastic readers.

Who is eligible to participate?

Children from 3 to 10 whose parent or grandparent is enrolled in a program to improve reading skills.

What do READ TOGETHER sessions consist of?

During the parent or grandparent's tutoring session, or at another convenient time, a trained volunteer will read to the child and supervise other creative activities that contribute to prereading or reading skills and motivation. These will NOT be formal reading lessons. While in the program, children will receive three free books a year. The child and parent will be assisted in selecting library books to borrow for home reading.

Where will READ TOGETHER sessions take place?

READ TOGETHER sessions now take place in seven branches of The Carnegie Library of Pittsburgh: East Liberty, Homewood, Allegheny Regional (Northside), Knoxville, South Side, Hill District, and West End. Bus transportation is available for those families who receive public assistance.

FOR MORE INFORMATION CALL BEGINNING WITH BOOKS AT 731-1717.

OPEN UP A LIFE

(EXHIBIT 8)

Greater Pittsburgh Literacy Council, Inc.

TUTOR'S MONTHLY REPORT

Month _____ Year _____ REPORT DUE BY THE FIFTH OF MONTH

Tutor _____ Student _____

Area Coordinator _____ Tutoring Site _____

Days Scheduled to Meet (circle) M T W TH F SA SU

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Total # hours spend tutoring this month _____

Textbook completed this month

*Laubach # _____ Chal. # ___

Other _____

REMINDER!

Please attach samples of student's work to your monthly reports

GOALS ACHIEVED THIS MONTH: _____

LIST THE LESSON'S ACTIVITIES, ACCOMPLISHMENTS, AND CONCERNS:

TE _____ DATE _____

ATE _____ DATE _____

ATE _____ DATE _____

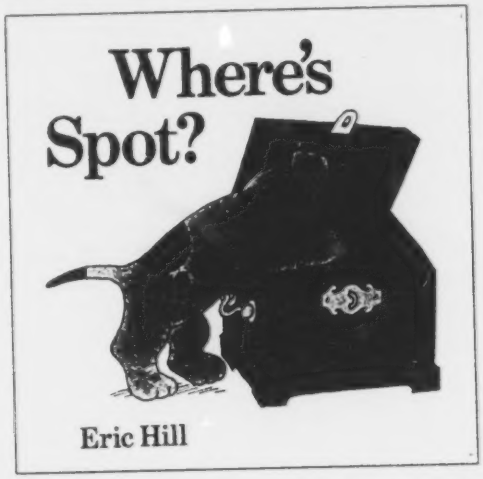
ATE _____ DATE _____

Teaching a Nonreader to Read a Children's Book

The goal of this procedure is to get the parents reading a book as quickly as possible so that they can read it to their children. The goal is *not* to overtly teach reading skills (decoding or comprehension).

Before You Begin

Choose a "predictable" children's book (see page C-2). The *Spot* Series by Eric Hill and published by G.P. Putnam's Sons, for example, is a good choice. The print is large, there



are many picture clues, and the humor is gentle. Also, each page has a lift-up flap under which a picture and word(s) appear, making the book exciting for children and tempting for them to touch.

Step 1: Set the Stage

Talk with the parent about the need for him or her to look at, read and think about a book before reading it to the child. This is important so the parent can explain to the child a little about the story on the first reading, and to think of some questions to ask. For example, with *Where's Spot?*, the parent can say to the child as they look at the cover, "This book is about a mother dog named Sally who's looking for her puppy, Spot, because he hasn't eaten his supper. Where do you think Sally will look? Let's find out."

Step 2: Model the Story

Tell the parent that you are going to read him or her a book. For right now, you would like the parent to be the child. Ask the parent to follow along and notice what you do and how you do it. Read expressively and at a fairly slow but natural-sounding rate.

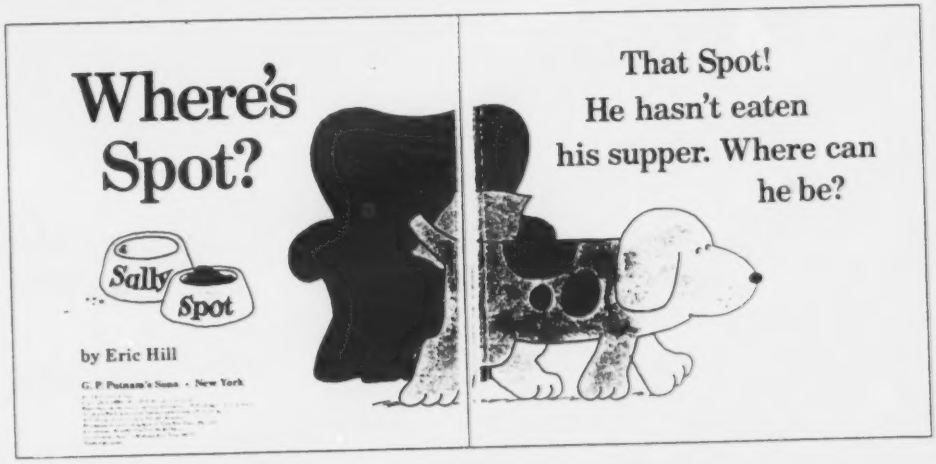
- Start with the title on the cover and inside title page. Be sure to introduce the basic idea of the story first, as suggested just above.
- Read through the entire book. If the book asks the child to do anything, (e.g., lift up the flaps), be sure the parent does this during the role-playing. Check to make sure that the parent is following along and that his or her eyes are on the right page.
- After reading, ask the parent for comments or questions.
- Read the book to the parent at least one more time.

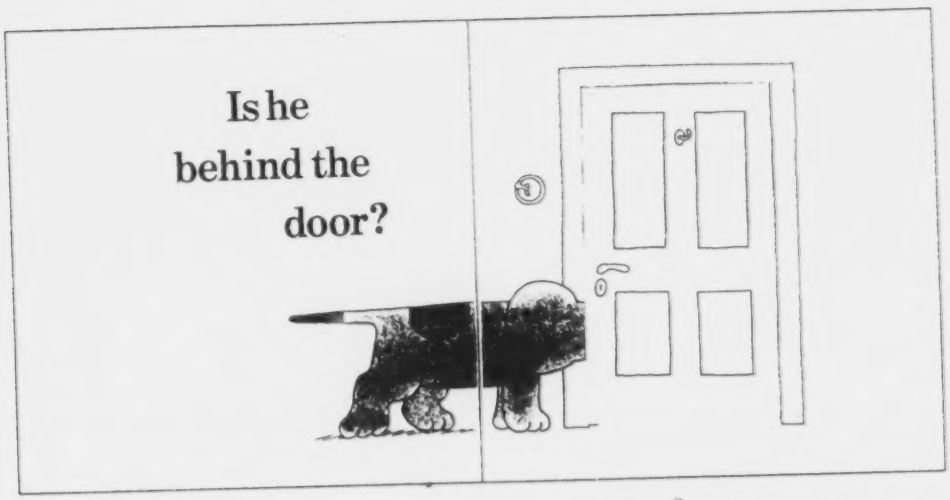
Step 3: Echo Reading

In this step, you will read a sentence and the parent will repeat it. Tell the parent that now he or she is going to practice reading the story.

- Start with the cover. Run your hand or fingers under the words being read. Ask the parent to repeat after you. Do the "echo reading" sentence by sentence.

Teacher	Parent
(pointing to cover) Where's Spot?	Where's Spot?
(pointing to title page) Where's Spot?	Where's Spot?





Picture	Word
a blue door	door
a brown clock	clock
a pink piano	piano

These words should be pointed out in your discussion.

• See if the parent can identify the words that match the pictures. Discuss any obvious repetitions. For example, in *Where's Spot?*, seven pages begin with the question, "Is he....?" See if the parent can show you the words or symbols (e.g., a question mark) that are repetitious.

• If any pages don't have printed words, help the parent make up a sentence that describes the action. For example, in the picture below, you might suggest, "And Sally runs to the basket and finds Spot."

• Discuss with the parent what to do if he or she forgets a word or some words while reading: *relax and make up some words that fit with the picture.*

Step 5: Duet/Choral Reading

In this step, you and the parent will read out loud together. Tell the parent that he or she is now going to read with you.

• Start with the cover and title pages. As you run your hand or fingers under the word groups, have the parent read with you. Do at least several repetitions of each page.

• Next, read the entire story using the above procedure.

• Repeat the duet reading of the entire story at least once.

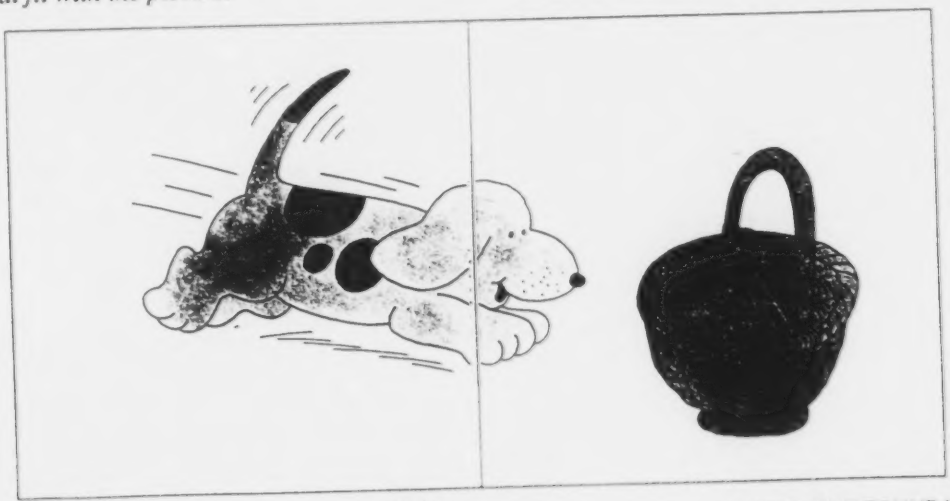
Step 6: Parent Reads Alone, Assisted and Unassisted

Tell the parent that he or she is now going to read to you. If he or she forgets a word, you'll help by giving the word.

• Repeat this step at least once, more if necessary.

• Finally, have the parent read to you or to her or his child, unassisted.

• *Note:* As soon as the parent feels fairly comfortable



Beginning with Books. . .

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BEGINNING WITH BOOKS . . .

If you have a small baby, you may think it's too soon to start him or her on books. But you can start singing nursery rhymes and talking to even a very new infant. She'll like hearing your voice. And as soon as your baby can sit up, you can begin looking at bright pictures and reading with her.

Babies learn new things every day. With your help, your baby can learn about books and stories, too. You'll both feel proud when your baby points to a picture of a cow and says, "Mooo!" You can laugh together over "This little pig went to market."

It can be a welcome break in a busy day when your child brings you a book and begs, "Read to me!" This kind of sharing often brings grown-ups and children closer together. It also shows the child that books can be fun. Then she will look forward to learning to read later on.

If all children heard stories every day, many more children would become good readers.

The years from one to five are the time to begin preparing your child for reading. That doesn't mean that you should try to **teach** her to read. Not at all. Experts tell us simply to read to children every day. This gives them the best start on learning to read.

If all children heard stories every day, many more children would become good readers. And good readers tend to do well in school. Besides, those few minutes the adult and child take to share a story can be the happiest time of the day.

TIPS FOR SUCCESS . . .

- ❑ **Choose a quiet spot.** Too much noise and activity will distract the child. Turn off the TV and radio.

- ❑ **Don't worry if you think you're not a good reader yourself**. Books for little children aren't hard. Besides, even if you just talk about the pictures, it's good for your child. If you enjoy the books, your children will, too. And they'll like the chance to have you to themselves for a few minutes.

If Your Child is under Two . . .

- ❑ **Take him on your lap and open the book to a pretty picture.** Don't be upset when your baby grabs the book and begins to chew on it. That's normal. But of course, you don't want the baby to eat the book. Try gently taking it out of the baby's fist. Put a small toy in each hand. Or hold the book just out of the baby's reach.

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The years from one to five are the time to begin preparing your child for reading.

- **Turn the pages slowly. Say the names of a few of the things in the pictures.** Choose the ones your baby knows, like truck and dog and cup. Or just talk about the pictures. Hearing you say the words will help the baby learn to speak and to understand the world.

- Your child may point to something on the page and ask you to name it. "Whazzat?" some children say. Others just point or ask "Uh?" Sometimes, when you tell them the word, they will try to say it too. **Praise the child for trying a new word, even when he doesn't say it right.** Soon you will see the child's delight as he learns new words and ideas every day.

- ❑ **Keep the book-sharing times short.** Most babies can't sit still and pay attention to one thing for very long. Probably five minutes will be enough at first. Later, he may say "Again!" when you try to close the book. Then you can read for a little while longer.

- ❑ **Look for books with pages of heavy cardboard or plastic.** Let the baby look at these by himself. Keep other special books for sharing together.

For Toddlers and Pre-Schoolers . . .

- ❑ **Try having a regular story time** — maybe at bedtime. This can be a peaceful few minutes for the whole family.

- ❑ **Start with short sessions.** After a while, you'll make the story time longer as your child asks for "Just one more!"

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- ❑ **Choose nursery tales and stories about family life** for pre-school children.

- ❑ **Let your child choose the book sometimes.** He may want to hear the same story over and over again. Pretty soon he will be able to tell it by heart.

- ❑ **Make your reading fun by changing your voice for different parts.** Use a deep gruff voice for Papa Bear, a medium voice for Mama Bear, and a high squeaky voice for Baby Bear.

- ❑ **Invite your listeners to join in.** They can guess what's going to happen next in the story. They may want to repeat words and sentences with you.

- ❑ **Talk about the book with your children.** Help them connect something in the story with something they know in real life.

- ❑ **Don't worry if your child doesn't sit still while you read.** A child who moves around or plays with a quiet toy may still be hearing every word.

- ❑ **Ask others to read to your child.** Grandparents, aunts and uncles, big brothers and sisters, and babysitters all can help make books special for your child.

For School Age Children . . .

- ❑ **Don't stop reading when your child enters school.** Even after children can read by themselves, they learn from hearing stories read aloud. Beginning readers like to hear books that are too hard for them to read alone. They pick up new words and ideas. Children who are read to are more likely to want to read books on their own. And children who have enjoyed a family story time won't want to give it up.

It's fun for you and your child to laugh and learn together as you read.

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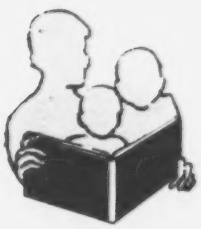
Where Can You Get Books?

The public library belongs to all of us. Go to your library and ask for a free library card. Then you can borrow piles of books to enjoy for two or three weeks at a time. You can bring your family in for story hours and movies. Visits to the library prepare your children to go there later for school work.

Why not buy your child a book for a birthday or holiday? Books last longer than most toys and can be enjoyed by many people in the family.

Share Books with Your Children . . .

This activity will help them grow up to be good readers and writers. Also, it's fun for you and your children to laugh and learn together as you read. New books and old books. Picture books. Nursery rhymes and folk tales. Big books that take up your whole lap. Small books that fit into your child's hand. Books with bold, bright pictures and small shadowy ones full of secrets. Books and more books!



Beginning with Books

The Carnegie Library of Pittsburgh
Homewood Branch
7101 Hamilton Avenue
Pittsburgh, PA 15208
(412) 731-1717

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BOOKS TO BEGIN WITH . . .

Easy-to-Read Books
For Family Reading

BOOKS TO BEGIN WITH

EASY-TO-READ BOOKS FOR FAMILY READING

From BEGINNING WITH BOOKS and The Carnegie Library of Pittsburgh

Reading to your child is the best way to prepare her or him to be a reader. Here are some books to start with that are fun to read and easy, too.

Easiest

Machines at Work *ages 1 to 5*

Barton, Byron

Bold, bright pictures of a work crew and the big vehicles that children love

Clifford the Big Red Dog *ages 3 to 7*

Bridwell, Norman

A gentle giant of a dog is the best pet of all

Goodnight Moon *ages 1 to 4*

Brown, Margaret Wise

A favorite bedtime story for many years

Bet You Can't! *ages 3 to 7*

Dale, Penny

An African American brother and sister make a game out of picking up their toys

Good Dog, Carl *ages 2 to 7*

Day, Alexandra

A faithful dog takes baby on a wonderful adventure

Clean-Up Day *ages 6 months to 3*
Duke, Kate
Baby guinea pig helps mother clean house

A Summer Day *ages 3 to 7*
Florian, Douglas
Rhyming words tell the story of a trip to the beach

The Chick and the Duckling *ages 2 to 7*
Ginsburg, Mirra
Little chick does everything his duckling friend does, until it's time for a swim

Where's Spot? *ages 1 to 4*
Hill, Eric
Little ones love to lift the flap and look for Spot the puppy

Rosie's Walk *ages 1 to 5*
Hutchins, Pat
Rosie the hen goes for a walk and never knows how close she comes to being Fox's dinner

The Carrot Seed *ages 3 to 6*
Krauss, Ruth
A small boy's faith that his carrot seed will grow is richly rewarded

Brown Bear, Brown Bear, What Do You See? *ages 2 to 6*
Martin, Bill, Jr.
Children can use the picture clues to read this book to you

500 Words to Grow On *ages 1 to 5*
McNaught, Harry
Familiar objects for babies and toddlers to name

Richard Scarry's Early Words
Scarry, Richard *ages 6 months to 3*
This sturdy board book names lots of things that are a part of a bunny's day

Baby Says *ages 2 to 6*
Steptoe, John
Big brother and baby find a way to play together

Have You Seen My Duckling? *ages 2 to 6*
Tafuri, Nancy
Children will enjoy finding Mother Duck's lost duckling

How Do I Put It On? *ages 1 to 4*
Watanabe, Shigeo
A young bear gets dressed all by himself, after a few false starts

Dog Boy Cap Skate *ages 3 to 7*
Weiss, Nicky
Funny pictures and a few words tell a story of skating fun

Slightly More Difficult

Each Peach Pear Plum *ages 2 to 6*
Ahlberg, Janet and Allan
Familiar characters from different stories meet in this "I Spy" book

Just Like Daddy *ages 2 to 5*
Asch, Frank
When the bear family goes fishing, Baby Bear's catch brings a surprise ending

We Hide, You Seek *ages 4 to 7*
Aruego, Jose, and Ariane Dewey
A funny story of animals playing hide and seek

Ten, Nine, Eight *ages 1 to 4*
Bang, Molly
An African American father and daughter count their way to bedtime

A Dark Dark Tale *ages 5 to 8*
Brown, Ruth
A spooky folk tale with a surprise at the end

The Very Hungry Caterpillar *ages 2 to 6*
Carle, Eric
A caterpillar eats his way through the days of the week and the pages of this book

Freight Train *ages 1 to 4*
Crews, Donald
Bright pictures capture the excitement of watching trains

Three Little Kittens *ages 2 to 6*
Galdone, Paul
Read or sing this childhood favorite

Good Morning, Chick *ages 1 to 4*
Ginsburg, Mirra
A baby chick explores the world under mother hen's watchful eye

This Is the Bear *ages 3 to 6*
Hayes, Sarah
An unplanned trip to the dump turns out to be fun for a small teddybear

Whose Mouse Are You? *ages 4 to 6*
Kraus, Robert
A heroic little mouse rescues his family from danger

Fix-It *ages 3 to 6*
McPhail, David
A funny story about the day the TV broke at Emma Bear's house

The Little Red Hen *ages 3 to 6*
McQueen, Lucinda
Young listeners will like chiming in on this well-known story

Here Are My Hands *ages 2 to 5*
Martin, Bill, Jr., & John Archambault
Children from around the world are featured in this cheerful rhyme

The Teeny Tiny Woman *ages 4 to 8*
O'Connor, Jane
An old ghost story that's just scary enough

My New Boy *ages 4 to 7*
Phillips, Joan
In this funny story a puppy thinks he owns a boy

Chicken Soup with Rice *ages 2 to 6*
Sendak, Maurice
A rhyme for each month singing the praises of chicken soup

Green Eggs and Ham *ages 3 to 7*
Seuss, Dr.
The little guy won't take no for an answer as he begs his big friend to try his special food

Pumpkin Pumpkin *ages 3 to 6*
Titherington, Jeanne
A little boy plants a pumpkin seed and watches it grow into a giant Halloween pumpkin

Still More Difficult

Watching Foxes *ages 3 to 7*
Arnosky, Jim
Animal-lovers will enjoy this family of playful foxes

Wagon Wheels *ages 5 to 7*

Brenner, Barbara

The true story of three African American boys and their father who work to make a home on the prairie

Jesse Bear, What Will You Wear?

Carlstrom, Nancy W. *ages 2 to 6*

Bouncing rhymes take a small bear through a happy day

Are You My Mother? *ages 2 to 6*

Eastman, P.D.

A newly hatched bird meets many animals and machines in his search for his mother

Stone Soup *ages 4 to 7*

McGovern, Ann

A hungry traveller outwits a selfish farm woman by making delicious soup from a stone

Peace at Last *ages 2 to 7*

Murphy, Jill

Children love the funny noises that keep Father Bear from getting a good night's sleep

If You Give a Mouse a Cookie *ages 3 to 7*

Numeroff, Laura Joffe

Anything can happen if you give a mouse a cookie and he wants milk to go with it

Henry and Mudge *ages 4 to 7*

Rylant, Cynthia

Happy adventures of Henry and his big dog Mudge

Caps for Sale *ages 3 to 6*

Slobodkina, Esphyr

A peddler loses his caps to a tree full of monkeys but gets them back in a surprise ending

Tales of Oliver Pig *ages 4 to 6*

Van Leeuwen, Jean

The everyday adventures of Oliver and his little sister Amanda will remind young children of their own fun

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Wordless Picture Books — telling the story from the pictures is fun and helps build children's language skills

The Snowman *ages 4 to 9*

Briggs, Raymond

When the snowman comes to life, the fun begins

Picnic *ages 4 to 7*

McCully, Emily

A mouse family picnic is spoiled when baby mouse gets lost, but all ends happily

Sunshine *ages 3 to 7*

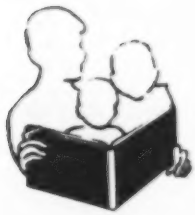
Ormerod, Jan

Pictures show how a little girl and her parents wake up and get ready for work and school

Deep in the Forest *ages 4 to 8*

Turkle, Brinton

The story of Goldilocks and the three bears is turned upside down in this delightful book



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